R E P O R T R E S U M E S

ED 011 150 EC 000 019

A GUIDE TO THE ESTABLISHMENT OF A SPEECH AND HEARING PROGRAM.

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PUB DATE JUL 65

EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *PROGRAM DEVELOPMENT, *SPEECH HANDICAPS, *SPEECH THERAPY, *AURALLY HANDICAPPED, *SPEECH THERAPISTS, PROGRAM GUIDES, FACILITIES, EQUIPMENT, STATE AID, IDENTIFICATION, INDIANAPOLIS

BEFORE A SPEECH PROGRAM IS ESTABLISHED, IT IS IMPORTANT TO DETERMINE THE NEED, PREPARE THE COMMUNITY, LEARN ABOUT STATE REGULATIONS, SECURE A THERAPIST, AND PROVIDE ADEQUATE FACILITIES. GUIDELINES AND CONSULTANT SERVICES ARE AVAILABLE FROM A STATE AGENCY. (MK)

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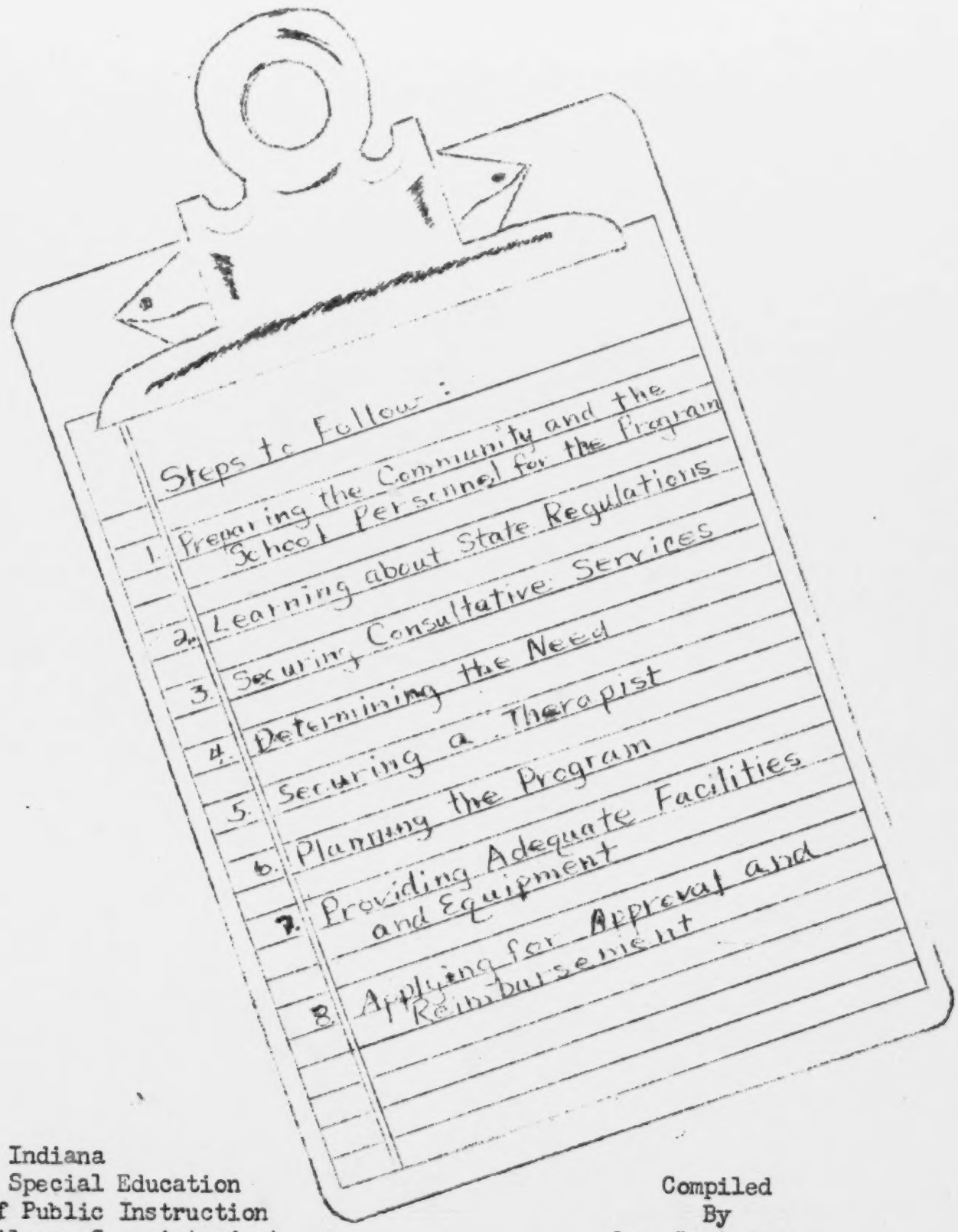
Steps to Follow:
1. Preparing the Community and the School Personnel for the Program
2. Learning about State Regulations
3. Securing Consultative Services
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6. Planning the Program
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Division of Special Education
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Revised
July 1965

STEPS TO FOLLOW IN ESTABLISHING A SPEECH AND HEARING PROGRAM

STEP I. Preparing the Community and the School Personnel for the Program

Because so many school-age children are educationally, socially and emotionally handicapped by speech and hearing problems, parents and teachers frequently are conscious of the need for a speech and hearing program long before it becomes possible for their school to hire a specialist in this area. Since the supply of qualified therapists is limited and the number of children in need of these specialized services is so great, it is imperative that the time of the trained therapist be utilized so that maximum results can be obtained. If this is to be done, it is essential that the school and community understand the exact function of the speech and hearing therapist within the framework of a school system as well as their own duties and responsibilities in the total program. When there is such an understanding, the therapist will be able to function more efficiently and a more profitable program will result.

The community and the school personnel should realize that:

1. The speech and hearing therapist serves children who have communication problems involving speech, hearing or language. These children are identified through surveys or referrals. The therapist then diagnoses the problem, determines the needs of the child, and plans a program to meet these needs.

2. The speech and hearing program should be organized on the basis of meeting the individual needs of each child. This may be done by working with the child in small groups, individually, or working indirectly in his environment.

3. The most common communication problem found in public schools is one of defective articulation--the inability to make or use certain sounds correctly in speech. The speech and hearing therapist will also work with children who have such problems as stuttering, defective voice, cleft palate, cerebral palsy, hearing loss, delayed language and others.

4. The speech and hearing program is not a program for remedial reading, for the mentally retarded, the physically handicapped or the emotionally disturbed.

5. The therapist may be expected to act as a consultant to classroom teachers, administrators and parents. In fact, cooperation between these individuals is a vital aspect of the program

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STEP II. Learning About State Regulations

Materials Available. Instructions for establishing speech and hearing programs in public schools are available from the Division of Special Education. The following materials should be secured and carefully studied:

Rule S-1, of the Rules and Regulations of the Commission on General Education, which implements the special education law and under which all special education classes and programs are operated.

Exceptional Pupils, Speech and Hearing Handicapped. A bulletin which describes the various aspects of a speech and hearing program and the responsibilities of those involved in such a program.

Guide to Records and Reports for Speech and Hearing Therapy, a compilation of suggested record and report forms for the use of the therapist.

State Report Procedure Sheet for Speech and Hearing Therapists, a detailed explanation of the completing of the state reports, Form 23 and 24.

From these materials, the school administration will learn that:

1. For speech and hearing programs, local school corporations are reimbursed 70% of the cost of salaries of therapists, to include salary for time spent in hearing screening.

2. Certain requirements must be met for approval and reimbursement of the program by the Division of Special Education.

STEP III. Securing Consultative Services

The Division of Special Education of the Department of Public Instruction provides consultant service to the schools in organization and operation of programs. Rule S-1 states that "A personal conference with a representative of the Division of Special Education is required before approval of additional classes or new programs is considered." This consultant service should be requested rather early in the planning so that the administrator can become familiar with the state regulations and the services available from the Division. The consultant service is also available for assistance in the community education aspect of the program.

STEP IV. Determining the Need

Numerous studies have indicated that approximately 5% of school age children are severely handicapped by speech and hearing problems. Another 5% could profit from the services of a speech and hearing therapist.

Therefore, in a school population of 2500, there would be approximately 125 children in need of help from a speech and hearing therapist and an equal number who would benefit from this type of program. Inasmuch as the caseload for each therapist cannot exceed 100, one therapist would be able to serve only the most severely handicapped in a school corporation of this size.

A preliminary list of children needing these services can be secured from referrals and from the results of the annual hearing screening. However, the final location and selection of pupils for the program must be made by the speech and hearing therapist after the program is initiated.

STEP V. Securing a Therapist

Since there is a shortage of speech and hearing therapists, it is necessary to plan well in advance of the beginning of the program so that a therapist can be secured.

To be approved for a reimbursed speech and hearing program, a therapist must hold an Indiana certificate in speech correction and hearing therapy. No emergency permits are issued in this area.

In Indiana, therapists are trained at Ball State University, Indiana State University, Indiana University and Purdue University and these schools should be contacted at a very early date. In addition, a list of training institutions in nearby states is also available from the Division of Special Education.

STEP VI. Planning the Program

Certain standards for speech and hearing programs have been specified in Rule S-1 and have been planned to insure that the best possible programs will be established.

Standards for Programs as Stated in Rule S-1:

1. Caseload for each therapist shall not exceed 100. (Severity and types of problems should be considered in determining the size of the caseload.)

2. Each child shall have therapy for at least two twenty-minute periods each week.

3. Groups shall be no larger than five (5) children per group.

4. Adequate facilities and equipment must be provided.

5. Medical evaluations must be on file for all children having symptoms of acoustic, voice and aphasic disorders or cleft palate or cerebral palsy. (See Rule S-1, Section 3.)

In addition, in scheduling the therapist's time, careful consideration should be given to determining the number of schools which he will be expected to serve and the amount of time that must be spent in travel. One therapist should not be scheduled in more than five (5) schools of average size and schedules should be planned so that a minimum amount of time is spent in travel.

Beginning the Program. If only a portion of the needed therapists can be hired, it will be extremely necessary that he operate on a schedule which allows him to use his time efficiently so that the school corporation can receive the best returns from the program.

It is very unwise to have one therapist attempt to cover too much territory. In the past, therapists sometimes have been required to work with caseloads that were too high; to work in too many schools; and to see children too infrequently. Consequently, in these programs results have been meager and therapists and teachers have become discouraged or disinterested in the programs.

A far wiser course is to limit the scope of the therapist's activities to certain areas so that an effective job can be done with some children rather than a poor job with many children. In general, the therapist's time should be spent where there are the greatest needs.

Locating the Children. Many children will be referred to the therapist by teachers or parents. However, studies have shown that a screening program is much more effective in locating children who need therapy.

The therapist and the school administration should determine the grade levels at which speech screening will be done and this program should be followed consistently from year to year. According to the rules and regulations governing hearing testing in Indiana, hearing screening shall be conducted in the first, fourth, seventh, and tenth grades. Results of the screening and follow-up should be made available to the appropriate school personnel. The information gained from such a screening program is valuable in long term planning to meet the needs of the corporation.

STEP VII. Providing Adequate Facilities and Equipment

Rule S-1 states "Adequate facilities and equipment must be provided for all special education programs and classes."

Standards for facilities and equipment for public school speech and hearing programs were approved on November 30, 1960, by the General Commission on Education and submitted to the Division of School House Planning for inclusion in Rule B-1. They are as follows:

I. Room

A. Size

1. Minimum -- 150 square feet

2. Maximum -- approximately 200 square feet

B. Location

1. A specific location to be used exclusively by the speech and hearing therapist during the time scheduled for this program.

2. In a quiet area of the building away from distracting noises.

II. Construction

A. Adequate sound-absorbing material

B. Adequate electrical outlets

C. Adequate artificial lighting and windows

D. Adequate ventilation and heating

E. Color appropriate to exposure

F. Adequate storage space

G. Mounted mirror, chalk board and bulletin board

III. Equipment

A. Table(s) and chairs of appropriate size

B. Teacher's desk

C. Locked filing cabinet or storage space

D. Audiometric, recording and amplification equipment

E. Teaching materials

STEP VIII. Applying for Approval and Reimbursement

After consultation with a representative of the Division of Special Education, a Form 23S (Speech and Hearing) and Form 23 Instructions will be sent to the superintendent of the local school corporation. Form 23S is the application for approval of the program and should be submitted by the superintendent by October 15 for full-year programs or by February 15 for half-year programs. After this form is reviewed, an approval sheet is returned to the superintendent indicating approval or disapproval of the program.

During the year, therapists should keep accurate records of enrollment and attendance for local school purposes.

By June 15 each year or ten days after the close of classes, the Form 24, Report of Special Classes, is submitted to the Division of Special Education. Form 24 is a request for reimbursement for all special classes and programs and is accompanied by detailed instructions for filing. This form is audited by the Division of Special Education and reimbursement is made during the following school year.